



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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GRANTS ADMINISTRATION

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Mineola ISD CDN 250903 Vendor ID ESC 7 DUNS n/a
Address 1695 W. Loop 564 City Mineola ZIP 75773 Phone 903-569-2448
Primary Contact Jennifer Knipp Email knippj@mineolaisd.net Phone 903-569-2448
Secondary Contact Kim Tunnell Email tunnellk@mineolaisd.net Phone 903-569-2448

Certification and Incorporation

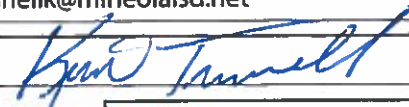
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Kim Tunnell Title Superintendent

Email tunnellk@mineolaisd.net Phone 903-569-2448

Signature  Date 11/12/18

Grant Writer Name knippj@mineolaisd.net Signature  Date 11/06/2018

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Need of qualified, motivated teachers to teach educational dual credit course within the Education Cluster	This grant will allow us to have one teacher to teach Instructional Practices and a Practicum in Education
Mineola ISD needs to recruit and retain highly qualified teachers to serve the students at Mineola. There is a perennial shortage of math, bilingual and science teachers in our region.	By expanding our Education Cluster, we can identify students who would benefit by providing classes and instruction in education. Successful students can be recruited to remain in our area, to get their necessary degrees and certification to fill the void of teachers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

To fill the need for quality educators, the school district will recruit students who will be offered a pathway in Education and Training in their high school tenure. The teacher will support the pathway by teaching classes in Instructional Practices and oversee a Practicum as students experience the opportunity to serve internships on the districts campuses. The Education and Training pathways teacher will lead their students to become active members of TAFE. The success of the program will be measured by the successful completion and graduation of students who will commit to finish their degrees in the educational field.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Recruit and Identify prospective candidates for the Education Cluster
 2. In addition to Principles of Education, Human Growth and Development, and Instructional Practices, we will add a Practicum in Education for the 2019-2020 school year
 3. Students in the Education Cluster will enroll in the membership of TAFE
 4. Identify teacher mentors that will support students in Instructional Practices and Practicum in Education.
 5. Identify times and periods for students to do observations
- Measurable results would be number of students enrolled in the program as compared to previous year. Measurable results would also include student satisfactions as determined by surveys and student interviews, and number of memberships in TAFE

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Student expectations handbook will be created that reflect expected behaviors in the classrooms they observe or participate in
2. Mentor teacher guidelines will be created for teachers who students enter in to observe

Student participation, grades, PEIMS data, discipline referrals, student satisfaction surveys and other data will be used to gauge year to date performance, satisfaction and enrollment in the program. Data will be used to determine if adjustments need to be made to the program. If warranted adjustments on a programmatic or site level basis will be determined and implemented. Students will have competed in at least one TAFE, FCCLA event.

Third-Quarter Benchmark

Mineola ISD through student grades, PEIMS reports, satisfaction surveys and pre-enrollment in the Education cluster will determine master schedule, faculty placement and success of the program for succeeding year. The school principal, CTE director, staff and community stakeholders will review all relevant data and surveys to determine adjustments to the program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program data collections will be through PEIMS and will include the number of participants served, student grades and passing rates, attendance and discipline referrals for those enrolled in the Education Cluster. Data will be analyzed by CTE faculty, CTE Director, campus principal, community stakeholders and high school counselors.

The program director will formulate and administer "Satisfaction Surveys" and share with CTE staff, to provide data on programmatic activities each semester. If benchmarks do not show progress, adjustments will be made as warranted. These will be discussed during the regularly scheduled meetings, and problems will be addressed. If it is determined that progress is not being made during benchmarks and site visits, the district will make adjustments to curriculum, faculty assignments or other areas as needed.

Qualitative data (including site interviews with students and faculty) will be collected by the project director and shared with the CTE staff on a monthly basis, as well as feedback from site visits by administration and partners. Recommendations will be made both on the programmatic and site level basis.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The number of students in the program will be maintained through active recruiting efforts by both the Mineola Middle School and the Mineola High School counselors. Prospective students will be identified through the use of an interest inventory administered to 8th grade students. These students will be encouraged to participate as freshmen in the Education and Training Pathway. As 8th graders students will be allowed to take a one-day tour of Education and Training Pathway classes prior to signing their Graduation Plan. Students who are enrolled in the Education and Training Pathway will also become members of TAFE.

Students in Middle School will take interest surveys through Career Cruising along with the opportunity to observe student teachers involved in interns on their campus.

The teacher who is chosen for this program must exhibit the following characteristics.

1. Willingness to sign an MOU with Mineola ISD to remain a teacher for 5 years.
2. Demonstrate a proven track record of measurable student achievement
3. Evidence of meaningful involvement in student activities
4. Evidence of strong evaluation ratings
5. Recommendations by colleagues/supervisors
6. Evidence of working well with colleagues and administration
7. Evidence of strong interpersonal skills
8. Willingness to support the Education Cluster by teaching classes in Instructional Practices/and or a Practicum in Education and Training

MEMORANDUM OF UNDERSTANDING (MOU)**Commitments**

Mineola ISD commits to:

Use grant funding for a stipend for teacher

Support the implementation of Education and Training Pathway courses in Mineola High School.

Use grant funding for travel expenses for personnel as required by the grant.

(Teacher) commits to:

Become teacher of record for the required Education and Training Pathway courses in Mineola High School beginning in the 2019-2020 school year.

Continue full-time employment as a teacher in Mineola ISD for at least two years after the grant has expired.

Amendments to MOU

The terms of this MOU can be amended by written agreement of both parties.

Termination of MOU

The termination of this agreement can be made with a written 30 day notice transmitted from one party to the other.

CDN 250903

Vendor ID

Amendment #

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="11,500"/>

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$11,000 =	<input type="text"/>
Request for Pathway 2			<input type="text"/>
Request for Pathway 1			<input type="text"/>
Total Combined Request for Pathways 1 & 2			<input type="text"/>

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Teacher of record	5,000
Administrative costs	500
Administrative costs	

PROFESSIONAL AND CONTRACTED SERVICES (6200)

n/a	

SUPPLIES AND MATERIALS (6300)

Curriculum, consumables	3,000

OTHER OPERATING COSTS (6400)

Travel for PD	2,000
TAFE membership and travel	1,000

Total Direct Costs 11,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

11,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The number of students in the program will be maintained through active recruiting efforts by both the Mineola Middle School and the Mineola High School counselors. Prospective students will be identified through the use of an interest inventory administered to 8th grade students. These students will be encouraged to participate as freshmen in the Education and Training Pathway. As 8th graders students will be allowed to take a one-day tour of Education and Training Pathway classes prior to signing their Graduation Plan. Students who are enrolled in the Education and Training Pathway will also become members of TAFE.

Students in Middle School will take interest surveys through Career Cruising along with the opportunity to observe student teachers involved in interns on their campus.

The teacher who is chosen for this program must exhibit the following characteristics.

1. Willingness to sign an MOU with Mineola ISD to remain a teacher for 5 years.
2. Demonstrate a proven track record of measurable student achievement
3. Evidence of meaningful involvement in student activities
4. Evidence of strong evaluation ratings
5. Recommendations by colleagues/supervisors
6. Evidence of working well with colleagues and administration
7. Evidence of strong interpersonal skills
8. Willingness to support the Education Cluster by teaching classes in Instructional Practices/and or a Practicum in Education and Training

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Mineola ISD will recruit from the top two quartiles of students. Students who show an ability to work well with others. We will also recruit students who show promise in math, science, and bilingual subjects. Mineola would like to fill her needs in these subject areas from students in our community with the hope they will return to their community to teach. Mineola will also reach out to the Hispanic and African American students that are proficient in these subjects. Mineola is about 61% free and reduced, so most of the students we target will come from these type of homes.

Mineola has recently created a full color marketing catalogue that markets our CTE pathways including education. We will meet with all 8th grade parents to go over CTE offerings, before students sign their graduation plans. Parents will have an opportunity to tour the Education and Training facilities along with their children. Student interns will speak to the students about opportunities in the education pathway.

It is the desire of Mineola to promote from within, one of the areas of consideration is allowing students to serve a one-year internship as a paraprofessional as they continue their college classes to gain valuable experience in the classroom. This is in addition to serving in the classroom in both Instructional Practices, and the Practicum in Education courses on the high school level.

Student grades will be monitored and expectations will be verbalized for those completing this pathway.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

n/a

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

n/a

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
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Mineola Independent School District

1695 West Loop 564

Mineola, Texas 75773

Ph: 903-569-2448 Fax: 903-569-5155

November 6, 2018

The Mineola Independent School District Board of Trustees is excited about the opportunities presented by the 2019-2021 Grow Your Own Grant Program Cycle 2.

The Board of Trustees fully support the activities and intent of the program. The Board of Trustees will support the school district as it implements the full scope and sequence of the grant requirements.

Sincerely,

Dr. John Abbott

President, Mineola ISD Board of Trustees

Mineola ISD Board of Trustees